R E P O R T R E S U M E S

ED 019 908 FL 000 857

VOCATIONAL OPPORTUNITIES FOR FOREIGN LANGUAGE STUDENTS.

BY- KETTELKAMP, GILBERT C.
NATIONAL FED. OF MODERN LANGUAGE TEACHERS ASSN.

PUB DATE MAR 67

EDRS PRICE MF-$0.25 HC-$1.20 28P.

DESCRIPTORS- *OCCUPATIONAL INFORMATION, *LANGUAGE SKILLS, *JOB SKILLS, *EMPLOYMENT QUALIFICATIONS, *EMPLOYMENT OPPORTUNITIES, INDUSTRY, BUSINESS, FEDERAL GOVERNMENT, TEACHING, PROFESSIONAL OCCUPATIONS, MODERN LANGUAGES, EMPLOYMENT POTENTIAL, EMPLOYMENT TRENDS, CAREER OPPORTUNITIES,

INFORMATION IN THIS GUIDE IS INTENDED FOR THE FOREIGN LANGUAGE STUDENT WHO SEEKS EMPLOYMENT UTILIZING HIS FOREIGN LANGUAGE SKILLS. EMPLOYMENT TRENDS IN BUSINESS AND INDUSTRY, THE FEDERAL GOVERNMENT AND RELATED ORGANIZATIONS, TEACHING, AND OTHER VOCATIONS AND PROFESSIONS ARE DESCRIBED. LANGUAGE PROFICIENCY AND VOCATIONAL SKILL REQUIREMENTS FOR THE VARIOUS JOBS ARE DETAILED, AND SAMPLE DESCRIPTIONS OF JOB VACANCIES ARE INCLUDED TO HELP THE STUDENT RECOGNIZE BOTH THE POSSIBILITIES AND LIMITATIONS OF JOB OPPORTUNITIES BASED ON FOREIGN LANGUAGE SKILLS. THIS ARTICLE IS A REPRINT FROM "THE MODERN LANGUAGE JOURNAL," VOLUME 51, NUMBER 3, MARCH 1967, PAGES 135-160. IT IS AVAILABLE AS NUMBER B31 FOR $0.75 FROM THE MATERIALS CENTER, MODERN LANGUAGE ASSOCIATION, 62 FIFTH AVENUE, NEW YORK CITY, 10011. (AR)

ED019208

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

VOCATIONAL OPPORTUNITIES FOR FOREIGN LANGUAGE STUDENTS

by

GILBERT C. KETTELKAMP

FL 000 857

published by

THE NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS ASSOCIATIONS

reprinted from *The Modern Language Journal* by
THE MODERN LANGUAGE ASSOCIATION OF AMERICA

Reprinted by the Modern Language Association, March 1967: 5000 copies.

Pages 1-26 of this reprint appear as pages 135-160 in *The Modern Language Journal*, Vol. LI, No. 3, March 1967. The editorial office of *MLJ* is located at the University of Wisconsin, Milwaukee, Wisconsin 53201.

Copies of this publication may be obtained from the Materials Center, Modern Language Association, 60 Fifth Avenue, New York, N.Y. 10011.

Vocational Opportunities for Foreign Language Students

GILBERT C. KETTELKAMP, *University of Illinois*

Contents

FOREWORD

INTRODUCTION

I. BUSINESS AND INDUSTRY
- Advertising
- Agricultural Products
- Airlines
- Automobiles
- Banking and Investing
- Broadcasting
- Department Stores
- Engineering
- Export-Import Trade
- Hospital Service
- Hotel and Motel Management and Service
- Journalism
- Publishing and Editing
- Telephone and Telegraph Service
- Travel Agencies

II. FEDERAL GOVERNMENT SERVICE AND RELATED ACTIVITIES
1. Departments of the Federal Government
   - Agriculture
   - Commerce
   - Defense
   - Health, Education and Welfare
   - Justice
   - Labor
   - Post Office
   - State
   - Treasury
2. Agencies of the Federal Government
   - Central Intelligence Agency
   - Peace Corps
   - United States Information Agency
3. Federal Government Related Organizations
   - Chamber of Commerce of the United States
   - Council on Foreign Relations, Inc.
   - The National Foreign Trade Council, Inc.
   - The Pan American Union
   - United Nations

III. TEACHING AND RELATED ACTIVITIES
- Languages in Demand
- Required Training
- Salaries
- Overseas Employment
- American Field Service
- International Student Information Service
- National Foreign Language Teacher Aide Program

IV. VOCATIONS AND PROFESSIONS
- Accountant or Auditor
- Chemist
- Church Worker
- Geologist
- Lawyer
- Librarian
- Musician
- Personal Services
- Secretary-Stenographer-Typist
- Social Worker
- Translator

V. SUMMARY

FOREWORD

THE Executive Committee of the National Federation of Modern Language Teachers Associations, at its annual meeting of December 27, 1965, authorized the fourth edition of *Vocational Opportunities for Foreign Language Students*, which previously had been published as No. 1 in *The Modern Language Journal Supplementary Series*. The Executive Committee, at its subsequent annual meeting of December 27, 1966, authorized the publication of this revision in the March 1967 issue of *The Modern Language Journal*.

Originally published in 1941 under the authorship of William Leonard Schwartz, Lawrence A. Wilkins and Arthur Gibbon Bovée, revised in 1946 and again in 1949 (third edition) by Theodore Huebener, this guide has been in constant demand. In order that it may now be more readily available to members of the foreign language teaching profession, to

their students and to those who advise students in their quest for a vocation the fourth edition has been completely rewritten with authoritative documentation.

Additional copies of this compilation of vocational opportunities may be obtained from the Materials Center, Modern Language Association, 4 Washington Place, New York, New York 10003 (after July 1967, 60 Fifth Avenue, New York N. Y. 10011) at a cost of 75 cents.

Introduction

THE immigrants who came to the United States in the past century brought with them a variety of languages. Some of these people settled in national groups where they continued to use their native tongue. Others went into English speaking communities or into communities where languages other than their own or English were spoken. Social and business contacts frequently required that these immigrants learn a second language. As a result bilingualism and even multilingualism were not uncommon in those years.

The children who grew up in these nationally mixed communities were expected to learn English, if that language was not already familiar to them. In addition they acquired the ability to use the language which their parents spoke in the home. But since the foreign tongue was not always necessary for communication outside the home, the young people frequently came to use it less and less. Sometimes this avoidance was intentional. These young people sensed that the foreign tongue was associated with a culture from which their parents apparently had sought to escape, hence, they preferred to disassociate themselves from it. Therefore, as the century came to a close there was a decreasing need for a language other than English in which to carry on the necessary social and business affairs of the day.

The opening of the 20th Century found few new incentives in home life or in school life to encourage the learning of a language other than English. Only a small percent of the young people went to high school or to college where foreign languages were taught. Travel abroad was restricted largely to a wealthy, elite class of individuals whose social contacts were outside that of the average small community. It is true children in wealthy families frequently learned a second language, but the reason may have been as much for social as for vocational purposes.

However, early in the century World War I focused the attention of the people of the United States upon the foreign language speaking countries of France and Germany. At the time the languages of these two countries, along with Latin, constituted the major foreign language offerings in the curricula of American colleges and high schools. But the War brought about a sharp change in this pattern. German, as the language of an enemy people, was dropped from schools and even banned from public usage in many communities. As a result the language not only disappeared from school programs where it had been offered, but its use in business in German speaking communities where it might still have existed was curtailed extensively.

In contrast to the negative attitude directed toward German, the War helped increase the popularity of French. School enrollment in the subject continued favorably until the Depression of the early 1930's made its impact upon all foreign language offerings. Then some schools curtailed their language programs as a move toward financial economy; others believed that opportunities for utilizing foreign language ability in vocations were so few that students should spend their time achieving skills which offered more promise of remuneration.

It was during this decade of little interest in foreign language learning that Spanish made its appearance as a course offering alongside of French and Latin. However, the language never really challenged the popularity of French in the curriculum, rather it became a complement to it. To some extent Spanish may have filled the void left by the dropping of German some years before. Whatever the cause, Spanish and French were ahead of German in modern language school enrollments when World War II began. Yet at the time there was only limited opportunity for a student of any particular foreign language to obtain employment

in business or industry because of his foreign language ability.

World War II closed out the Depression and with the change in economy went the not uncommonly held view that the learning of a foreign language was actually little more than a "fad and a frill." Also there was a reversal of opinion from that evidenced in World War I, on the need for learning the language of an enemy people as a contribution to the war effort of the time. As a result schools began promoting the teaching of German along with the less controversial languages French and Spanish. In some instances schools also introduced Russian.

As United States personnel, both military and civilian, assumed increasing responsibilities in non-English speaking countries of the world, it became obvious that the individuals operating in those countries should be able to communicate in the language native to peoples living there. As a result the military established the Army Specialized Training Program: a program which emphasized the teaching of a foreign language by intensive methods. Many of the teachers who participated in the program later became the individuals who helped develop the intensive audio-lingual programs now common in high schools and colleges.

Several other factors have also affected foreign language learning since World War I. The development of instruments such as the tape recorder have done much to accelerate and intensify the learning experiences of the foreign language student. At the same time the small community school that once believed it could offer only two years of a foreign language has become part of a larger consolidated school system in which from four to six years of instruction in one language is not unusual. This change has made foreign language instruction a specialty rather than a peripheral teaching activity.

Airplanes have made travel abroad possible on an economical basis in both time and money. As a result college and secondary school students have come to regard a month or even a year of travel and study abroad as a commonplace experience to complement their study of a foreign language. Thus they can acquire competency in the use of a foreign language that is often close to that of their native tongue. Without doubt the acquisition of this high level ability in the use of a second language enhances the opportunity for them to obtain employment in vocations requiring the use of a foreign language.

Vocational opportunities for individuals with foreign language skills will vary with the degree of competency required for a particular position. Frequently there may be variations in the competency required from among the four basic skills of understanding, speaking, reading and writing. For example, translating may be from one written document to another, or it may involve nothing more than audio-lingual communication. However, the student who has acquired reasonable facility in all four phases of language usage will obviously be better prepared for a variety of positions, than will be the student who is skilled in only one or two of the phases.

In many positions requiring a person with a foreign language skill, basically the need is for a person with a strong vocational ability to which language ability is only supplemental. In the 1949 edition of this bulletin Dr. Theodore Huebener described the possibilities for an individual's employment on the basis of language competence in words which are still applicable today: *There are, after all, many different types of positions and various degrees of mastery of a language. In spoken competency they may range from the saleslady in a department store who is sometimes called on to determine the wants of an Italian-speaking customer to the college professor who gives a course of lectures in polished French on Molière's plays. In the written language it may extend from the clerk who writes occasional business letters in Spanish to the foreign advertising expert who has to prepare highly technical material. A librarian need only recognize foreign language titles; a publisher's reader or translator must be acquainted with the finest shades of meaning. There is, then, a wide field wherein languages are a vocational asset.*

Then Dr. Huebener added a highly qualifying statement: *Let it be stated, however, unequivocally that in most cases the knowledge of the language is a secondary asset. Most people are hired in business capacities primarily because of their specific technical training.*

The English language is used widely enough today throughout the world that a traveler can usually "get by" wherever it is necessary for him to communicate in a non-English speaking foreign country. But business operations usually require language ability of a considerably higher level. Furthermore, the individual who is able to communicate in the language of the party with whom he wishes to do business is likely to command the respect of the latter, a factor which may be of some advantage to him in carrying on the business operation. With this point in mind, today an increasing number of business training institutions are requiring their vocational trainees to add competence in the use of a foreign language to the skill being acquired to practice the vocation itself.

No attempt has been made in the following pages to indicate all vocations for which foreign language competence is an asset. However, an attempt has been made to make the selection representative enough to cover a wide variety of fields.

Opportunities for employment are identified in the following four categories:

I. Business and Industry
II. Federal Government Service and Related Activities
III. Teaching and Related Activities
IV. Vocations and Professions

I. Business and Industry

Advertising. Many large business firms now operate branches in foreign countries. The messages these firms wish to convey to potential buyers in those countries involve all the subtleties and psychological approaches to successful salesmanship that are used in the home areas. An awkward translation into the foreign language in question will not suffice for such a situation, hence the individual employed to write the advertising must have not only a high degree of competence in the language, but must also have a broad understanding of the culture of the country where the advertising is to appear.

Stephen H. Smith of the J. Walter Thompson Company states that their advertising firm employs people in their New York Office who have language speaking facility. However he adds, "The level of facility must be that of one to whom Spanish is a native tongue; and the people employed must have had professional experience in writing in Spanish, for they serve here as Spanish language copywriters. This is not a translating job."

Increase in foreign trade and in foreign plant expansion will no doubt lead to an increase in advertising in foreign countries. The language needed in the work will obviously be the language of the country in question. Since many well-known American products are now being sold throughout the world, the training of the individual should probably be in fields such as journalism, advertising, commercial art, television or radio production.

Agricultural Products. Many of the large companies in the field of agricultural products have expanded operations to include foreign outlets. In some instances the products are exported for distribution, in others they are distributed from processing branches in foreign countries. Some firms, such as the United Fruit Company, have an interest in food products that are a major item of import. It is to the interest of such a firm that personnel in the foreign countries where the operations are carried on be competent in the language spoken there. In the case of the United Fruit Company, which has extensive operations in Central and South America, Spanish is obviously a necessity for many of its employees.

Companies will vary in their needs for personnel with foreign language ability according to the location of their operations. For example, J. S. Patrick, Public Relations Associate of Eli Lilly International Corporation in Indianapolis, states that except for a few people in the translations area, foreign languages are not called for in their home office. He adds, however, that personnel with some language training are "highly valued." In operations outside the United States the firm hires bilingual personnel from among local nationals to fill translation and secretarial positions. The bilingual

administrator is an advantage, Mr. Patrick adds, but his other qualifications will generally carry more weight than his knowledge of a second language.

James E. Stocker, Employment Supervisor of the A. E. Staley Manufacturing Company, manufacturers of corn, soybean, and chemical products in Decatur, Illinois, gives the following example of the firm's employment policy need for an International Trade Trainee:

> *Education:* Bachelor's degree, preferably study of international business, commerce or marketing. Must speak Spanish fluently.
>
> *Special Qualifications:* Thorough knowledge of overseas business operations with emphasis on Spanish speaking countries. The incumbent must have the ability to work independent of direct supervision. Age to 30.

Mr. Stocker states that the Staley firm is operating in such foreign language speaking countries as Honduras, Spain, West Germany, and Central America and that it subscribes to language training for all young men who aspire to be "top drawer" executives. He mentions the untapped markets of the underdeveloped countries of the world as representing vast profit potential for investors.

Airlines. It is fairly obvious from the international scope of the large airline companies that foreign language competency among numerous kinds of their employees is a necessity. Even among those where it is not a necessity, it can probably be a valuable asset.

Trans World Airlines, Inc., for example, indicates that it employs a language instructor who has a knowledge of French, Spanish, Italian, German, and English. It is his responsibility to give air hostesses "strictly conversational ability in one or any of the above languages." Specialists in Foreign Travel and Tours must have a second language in addition to English and have lived in Europe or travelled there extensively. Competency in a second language is also required of a Flight Purser and a Passenger Relations Agent. A second language is also beneficial to Reservation Sales Agents, Transportation Agents, and management personnel who aspire to overseas supervisory positions.

Pan American World Airways states that its hostesses are expected to be fluent in English and have a reasonable knowledge of one of the following languages: French, Spanish, Italian, German, Portuguese, Dutch, Swedish, Danish, Norwegian, Finnish, Turkish, Russian, Japanese, Chinese, Arabic, Hindustani or Greek. For Traffic Representatives and Ground Hostesses two years of college plus fluency in a foreign language are required. The company also prefers that its Operations Representatives have the ability to speak a foreign language. Travelling Auditors also frequently have need for fluency in a foreign language. The firm employs secretaries competent in either Spanish, French, or German.

Automobiles. Today the automobile business has assumed international scope. American firms produce cars in this country and ship them abroad. They also have production branches in foreign countries. Similarly foreign companies ship their manufactured cars to this country for sale and distribution. The well-known Volkswagen is a good example of a car shipped in from Europe and sold widely in this country.

With such an interchange of business, it is obvious that there will be a need for trained personnel who can speak a foreign language. In this respect the Overseas Operations Division of the General Motors Corporation emphasizes the point that the vast majority of its employees working in its foreign subsidiaries are locally employed nationals of the country in which the particular plant is located. However a few vital U. S. representatives of the company are assigned to overseas posts. These individuals must be fluent in the language commonly spoken there.

The Director of Personnel of General Motors Overseas Operations, Charles G. Strauss, gives the following description of the training provided for the key company personnel who are sent abroad:

> However, these few employees are either managerial personnel or technical specialists who have had considerable prior experience with the Corporation and whose qualifications for the positions they hold would include language

fluency as only one of several. When one of our U.S. employees is chosen for an overseas assignment, we provide language training for him and his family as part of the preassignment orientation offered. The amount of such training will vary with individuals depending upon the extent of prior knowledge and their ability to absorb the training. We would very seldom have available a position for which a recent graduate who had majored in language studies would qualify. Most of our requirements include business or engineering training as prerequisites.

R. J. Rumpf, Administrative Manager of the Kaiser Jeep International Corporation, indicates that his firm employs a man responsible for eight or nine countries. Because this situation involves the use of a variety of languages, the firm employs foreign personnel who can express themselves well in English.

J. M. Hoight, International Personnel Coordinator of Chrysler Corporation, indicates that his company requires a foreign language for candidates in its international trainee program. The major interest is in French or Spanish or both. However, when recruiting for management employees (not trainees) language becomes of secondary importance to experience. An employee without language ability assigned to an overseas position, is offered the opportunity to learn the language upon his arrival at the foreign location.

According to D. E. Wiedry, Corporate College Relations representative of the Goodyear Tire and Rubber Company, the firm does not adhere to a policy of requiring a specific second language for its employees in the international field. However, when a person is assigned to a foreign country, the firm gives him a Berlitz type of foreign language background which will enable him to have an adequate start in learning the language of the country to which he is assigned. Mr. Wiedry adds that the international executives of the firm do prefer to have someone in their training organization who is competent in a second language. He comments further that it is the firm's belief that the individual who has knowledge of a second language will not find it difficult to learn a third.

Banking and Investing. The scope of international investments and monetary exchanges has increased so much during recent years that many large United States banks have found it expedient to set up and operate branches or special departments to handle their foreign interests. Such institutions find it necessary to maintain staffs at home as well as in foreign countries that are linguistically competent to handle the great volume of communications that are a part of their business operations. Large firms, such as the Chase Manhattan Bank of New York, work extensively in languages such as French, Spanish, German, Italian, and Russian. Translation divisions deal with the other languages in which business operations are less extensive. In these positions there is a preference for individuals who have a working ability in several languages.

The overseas offices of these large banks normally employ executives who have the ability to use the language of the country where they are assigned. But these executives must, even above all language qualifications, be able to fulfill the executive responsibilities which are the basis for their assignments abroad.

Small banks may even find it a convenience to have among their employees, personnel who can handle communications in the more commonly used foreign languages. This service is, of course, regarded as incidental to the more regular responsibilities assumed by the employees of the institution.

On investments Albert E. Blum, Jr., of the Personnel Department of the firm of Merrill Lynch, Pierce, Fenner and Smith, Inc., states that a vast majority of their overseas staff consists of salesmen hired as foreign nationals to do business in their native communities. He explains that it is of greater importance, in a sales sense, that the men be familiar with local business customs rather than that they acquire specific language skills. In other words, language facility is of secondary importance to the salesman's knowledge of his environment.

George C. Bradley, Vice President of Evans and Company, advises that his firm has employees who have language ability but that they have not been employed because of this ability.

Broadcasting. Commercial radio and television stations occasionally present programs in full or in part that involve the use of foreign languages. If the presentation is a major production, the quality of the language must be

near or on a level with that used by native speakers. Acting skill is also a requisite for a person performing such a role. However even a good actor will scarcely dare speak before the public in a foreign tongue unless he has a good command of the language. Of course there is the case of the comedian who intentionally "fractures" a language for humorous purposes; but even he will seldom attempt this variation unless he has a good knowledge of the language in question and of its semantic nuances.

Radio and television reporters and announcers are expected to know enough about a language to pronounce adequately foreign geographic and personal names and titles without making themselves appear ridiculous.

The correspondents who live in a foreign country and report the news from those assignments have to have reasonable ability to communicate in the native language where they are working. Their reports, of course, are normally presented in English over the major network stations either by themselves or through a second party. But even in those reports, there are occasions when the foreign language is used directly in order to avoid misinterpretations that might result from a translation. For such situations the reporter has to have enough understanding of the foreign language in question in order to judge when to translate or not to translate.

R. C. Stanley, Personnel Manager of the Columbia Broadcasting System, Inc., states that there are few opportunities for employment with that firm for students with foreign language skills other than for bilingual secretaries in the International Department. Correspondents working in foreign capitals are men with "heavy experience in news reporting" and have a knowledge of the language used in the country to which they are assigned.

Department Stores. Department stores, such as Marshall Field and Company of Chicago and Macy's of New York, who may maintain foreign offices, usually employ foreign nationals in those branches. Margaret Gafill, Manager, Employment Office of Macy's, states that the firm has a great number of employees who are bilingual and who can thus be called upon in situations requiring an interpreter. There is no need for hiring a staff of specialists in foreign languages; when the very rare opening of interpreter does occur, it can usually be filled by one of the firm's bilingual employees.

I. M. Lande, Assistant Personnel Manager, International Operations of Sears, Roebuck and Company, indicates that his firm operates retail outlets in Latin America, and is going to open operations in Spain:

> The U. S. executives we send abroad into these areas are definitely aided by a knowledge of the language of the people in whose country they are going to work. However, our first requirement is that these men know their Sears jobs so that they can make a genuine contribution to the management of our business abroad. Often we send executives abroad who do not have language training. We then try to get them this kind of instruction while they are residing in the foreign country.
>
> In our executive trainee recruiting we do stress the need for language facility as a tool. Once we have selected the man who has the language training, the executive characteristics we are seeking, the education, and the motivation to live abroad, we then prepare the individual thoroughly in Sears concepts of management.
>
> In conclusion, therefore, I would like to say that language is invaluable to us and we are constantly looking for the person who has this ability—but it is only a tool with which to carry out the job. Knowledge and ability to do the job comes first.

Engineering. Many large engineering firms maintain production and distribution branches in important foreign commercial centers. The staffs that maintain these branches include at least the usual executive and technical experts plus the sales and secretarial personnel. Many foreign countries limit the number of United States citizens who can be employed to work in the foreign branches of business organizations located within their boundaries. In some instances the native employment will be expected to constitute as much as 90 percent of the foreign working force of the company. Yet with the tremendous expansion of engineering operations taking place throughout the world, this small percent of employment will continue to include a greater number of persons.

An engineering firm with foreign operations will of necessity have to employ some people in its home office who can communicate in the languages of the countries where it has branches. But much of the language interchange will probably be handled in the foreign center,

hence, the need for bilingual staff employees locally will seldom be extensive.

H. A. Weyhrich, college recruiter for the Caterpillar Tractor Company, explains that the now increasing assignment of personnel to foreign countries has brought about a "Language Program" within that firm. Individuals with language majors are considered for the company's College Graduate Training Program in the Sales, Parts Sales, and Service areas. In addition, since literature and advertising is published in several languages, there is a limited need for Translation Secretaries. Hence, the firm does not place too much importance on the foreign language ability of a new employee.

George C. Brown, of the Standard Oil Company of New Jersey, reports that his firm finds it desirable for employees in foreign countries to have a working knowledge of the language spoken there. However, since the company has a policy of hiring nationals to staff its foreign operations, the language requirement is seldom a criterion for employment.

Export-Import Trade. Companies that operate largely in the export-import field have need for a variety of personnel competent in foreign language usage. The list will include, for example, accountants, bookkeepers, sales representatives, stenographers, and catalogers.

Dominick Coppola, Vice President and Secretary of the international booksellers' firm of Stechert-Hafner, Inc., explains that the firm has a need for employees with some knowledge of the Romance languages, especially French and Spanish, and also German. These languages are also used in the company's Subscription Department and the Antiquarian Department. Mr. Coppola adds that it is not necessary that the same person know German and the Romance languages. The firm also considers language competence when employing catalogers and persons handling classified stock.

Advertisements for persons qualified to work in the export-import field appear rather frequently in both daily and Sunday editions of newspapers. The following are random selections: "Assistant Export Manager—second language knowledge of Spanish preferred but not essential." "Secretary to Export Manager with documentation work. Spanish, some French." "*Export Correspondent.* B.S. in the field of accounting and marketing; able to converse and write in French or some other language; sales minded; experience in export desired."

Salesmen connected with export and import firms will frequently want to have competence in one or more foreign languages in addition to a technical knowledge of their product. These men are likely to be individuals trained at the college or university level. Many firms involved in international trade train or select their staffs on the basis of the prevailing language in the countries where they operate.

In his study of languages used most widely in business in various parts of the world Max Adler indicates the following "as most useful in present circumstances" for the English-speaking businessman of today.[1]

Africa	French
North America	Spanish
South America	Spanish
Asia	Chinese
Europe	German and French

The following additions to the above list should, however, be given consideration for the future.

South America	Portuguese
Europe	Russian

In his study Adler states "that 54 percent of the world business community has English as its original and/or first business language." He concludes further that when recruiting an employer in an English-speaking country will consider either German (14 percent coverage) or French (13 percent coverage) or Spanish (6 percent coverage) in his selection of personnel requiring the use of a second language. Adler questions whether the dominance of English as the world's leading business language will necessarily continue in the future.[2]

Adler makes two conclusions which might be worthy of mention here. In the first he states that, "to our knowledge, nobody has yet undertaken to discover which language or languages should be studied for the greatest benefit to the export trade." Then he adds, "there is every

[1] Max Adler, *Business Languages of the World.* Marketing Intelligence, No. 2; London: The Institute of Marketing, 1965, pp. 8-9.

[2] *Ibid.*, p. 9.

urgency that businessmen who want to expand their export trade should concentrate on the acquisition of at least one more language. The need for this has been more and more realized of late."[8]

Hospital Service. The need for foreign language ability among employees of large hospitals is probably determined largely by the location of the institutions. The hospital that is located in a foreign language speaking area of a metropolitan center, will want to have on its staff employees who can communicate with the patients from those areas.

George Ehardt, Personnel Manager of Cook County Hospital in Chicago, indicates that, because of the large number of Spanish-speaking people who are patients there, his institution employs a Spanish interpreter. But beyond that need, since some of the regular employees speak more than one language, it is unnecessary for the hospital to employ others specifically for this ability.

Hotel and Motel Management and Service. The knowledge of a foreign language is particularly useful to the employees of any hotel or motel which caters to foreign guests. Yet it would be impossible to have enough variety in language ability among employees that all situations could be met directly. Large hotel operations usually have among their staff of reservations clerks, bell-boys, hostesses, and administrative personnel, individuals who are reasonably fluent in the commonly used European languages.

D. J. Kallin, an Executive Officer of the Conrad Hilton Hotel in Chicago, points out that the "ability in a foreign language is very helpful" to their large city hotel employees. Employment is normally considered on a basis of other job specifications with foreign language ability being considered as of secondary importance; nevertheless, the firm gives language ability consideration in the employment of desk clerks, information clerks, cashiers, assistant managers, assistant credit managers, and similar personnel.

M. B. Shroyer, Director of Industrial Relations, and Jack Ladd, Senior Vice President in charge of Sales and Marketing of the Holiday Inns of America, Inc., state that up to the present the company has not in its recruitment practices oriented itself objectively toward employing individuals who have foreign language ability. However, the time is approaching, probably within two years when, with plans for expansion into the European market, the company will offer opportunities for the employment of people with foreign language skills.

The motor lodge and restaurant firm of Howard Johnson has not as yet moved outside of continental United States in its operations, hence, like Holiday Inns, does not find it necessary at present to employ individuals with foreign language ability in the operation of its business.

Journalism. News is transmitted today to the public through a variety of media. However, journalism is still basic to the production of newspapers, magazines, and publications of a similar type. It is different in this respect to "on-the-spot" broadcasting of news events. In fact, it may follow such original presentations with more detailed printed coverages of occurrences of interest to the general public.

Competence in a foreign language is a necessity for correspondents working in countries where languages other than English are the native means of communication. Journalists working overseas are usually individuals with competence in a foreign language who have had considerable experience as reporters before they were given such assignments. Foreign nationals may also make up part of the staff employed for news coverage.

The General Office of the Associated Press in New York indicates that it would like its own representatives abroad to be able to cover news stories and conduct interviews, or attend news conferences, in the foreign field without the need for a translator or interpreter. In its World Services Department in New York City, Spanish is used extensively in the transmission of news to Latin America, similarly much of the news received from that part of the world is in Spanish.

Mabel Phelan of the Personnel Department of *The New York Times* states that a foreign language skill is secondary in consideration to

[8] *Ibid.*, p. 1.

other skills necessary for the jobs when consideration is given for employment But the firm will send a trained professional journalist to school to learn the necessary language before it will hire someone with language facilities but without the necessary professional background.

Publishing and Editing. Publishing houses today regard foreign countries as a major market for many of their books and periodicals. They may actually produce periodicals in a foreign language for direct consumption in such a market. On the other hand, their books may go through two steps. If they are well received in English in this country, an edition in one or more foreign languages may appear to be a good business investment. Publishers may utilize the services of commercial translating agencies to prepare foreign language editions of their works for a foreign market or they may utilize the services of members of their own staff competent to prepare such material. In either case the product must be of such language quality that it is acceptable to and commands the respect of the foreign reader.

The firm that produces a book or periodical in a foreign language, must have on its staff editors, copywriters, copyreaders, researchers, and other individuals who have competence in the foreign language in addition to the technical skills necessary for the positions themselves.

Nils G. Sahlin, Jr., Marketing Manager of the publishing firm of Holt, Rinehart and Winston, Inc., describes two areas in his company where personnel must have foreign language abilities. One of these, he states is "in an editorial capacity where the work takes place in our New York City office." The responsibilities there include "the evaluation of new materials, corrections, when needed, of these new materials, preparation of manuscripts: designing, editing and marking for the printer; author correspondence, writing supplementary materials, proofreading, and auditing or audio-visual projects." In the second instance there is the use of "field sales and editorial consultants who present our program and give workshops for people using our programs." Mr. Sahlin adds that the company prefers that the applicant have some teaching experience, although this background is not wholly necessary.

Telephone and Telegraph Service. Opportunities for employment in the wire communications field for individuals with foreign language ability evidently vary with the geographical location involved.

Glen H. Uhles of the Illinois Bell Telephone Company, in Chicago, reports that his company, in general, does not require knowledge of a foreign language for employment. However, individuals with this ability may be employed for other reasons, and the language ability will then be utilized if the need arises for communication with customers.

T. L. Gray, Staff Supervisor of the Long Lines Department of American Telephone and Telegraph Company, states that his company has limited need for personnel with foreign language ability. The source for personnel to fill the jobs which require specific language skills is college graduates within the organization who have training or knowledge of the languages required. Usually the need is for people who have a command of the French, German, and Spanish languages. However, since contacts are most often with foreign government agencies these needs are limited and vacancies of this type occur infrequently.

Travel Agencies. The international aspect of the large travel agencies is such that their needs for employees with foreign language ability vary widely.

R. E. Reese, District Travel Manager of American Express Company in Chicago, indicates its home office employs a man in its Patrons Service Unit whose responsibility it is to meet international flights and assist clients visiting the United States. This individual speaks all Romance languages, most Balkan languages, and even Russian. In addition, a Travel Representative who makes local arrangements for Overseas Patrons has considerable need for competence in foreign languages. Opportunities for positions are somewhat more plentiful in the seaboard offices, but even there the numbers are limited.

C. M. Bisland, Midwestern Manager, of Thomas Cook and Son, indicates that his firm

can employ a limited number of persons with foreign language ability. Because of travel privileges, many foreign born immigrants come into the travel industry and, consequently, the company can cope with the major languages: French, Italian, Spanish, and German.

The branches of the travel agencies that are set up in foreign countries usually employ citizens of those countries who speak at least one or more foreign languages in addition to their own. Of course English is usually one of these languages.

Steamship lines appear to have a definite policy regarding employment of personnel including those with foreign speaking ability. The United States Lines gives preference, for example, to persons who have had experience on American flag merchant ships. The Cunard Steamship Company Limited states that it actually has less need for foreign speaking personnel today than it did years ago when immigration was at its height. For its present needs it calls upon its older employee linguists who are still with the company.

II. Federal Government Service and Related Activities

The Federal Government employs a variety of individuals with foreign language skills. In some of these positions the language skill is a major criterion for employment, in others it is of secondary consideration. Assignments naturally vary with the nature and extent of an individual's training and experience. Pay scales also vary accordingly. In Civil Service positions, for example, pay scales range from a few thousand dollars for clerks and typists at low G.S. classifications, up to $20,000 for highly skilled individuals who can qualify for high G.S. rating levels.

Government positions vary from those connected with specific Departments, to those that have nondepartment classification. In addition there are positions with agencies that operate in government environments but have no official connection with Federal agencies as such. Yet the work of these organizations may relate closely with the work of individuals in the service of the Federal Government.

Knowledge of a foreign language can be an asset, and often is a requirement for a Government position. However, along with the ability, competency in some other type of specialized skill is usually also a requirement for employment. A college or university education is generally regarded as basic to consideration for employment in many of the positions.

1. *Departments of the Federal Government*

In most instances Federal Departments have divisions within themselves. However, for purposes here, it appears sufficient to present the general policies which departments follow in the employment of individuals with foreign language skills.

At present the greatest number of Federal employees are to be found within the Department of Defense. Yet the Departments of Agriculture, Commerce, and Interior also employ thousands of individuals. It is difficult in many instances to determine even within a reasonable estimate what percent of these employees utilize the knowledge of a foreign language in their daily work. Yet it would probably be accurate to state that the percent is increasing as foreign involvements and commitments within Departments become more extensive.

Agriculture. The Department of Agriculture is one of the larger Departments of the Federal Government, with an employment total of around 100,000 civilians. Only about one percent of this total have overseas assignments. Obviously it is an advantage for the latter persons to be able to communicate in the language of the country where they are operating.

Harold P. Gross, Chief of the Examination and Employment Division of the Department, states that although they have little need for translators, it is helpful for their librarians to have a good knowledge of one or more foreign languages. Furthermore, persons serving overseas as Secretaries, Agricultural Economists, or Agricultural Marketing Specialists with the Foreign Agriculture Service will find it very helpful to have a knowledge of the language of the country to which they are assigned.

Commerce. John Will, Director of Personnel

in the Office of the Secretary of the Department, explains that foreign language ability is generally not a primary requirement for employment. However, a language is a secondary requirement to the professional qualifications necessary for a small number of economist positions in International Business activities. There are times when the Patent Office has need for a translator in other than Romance languages. Beyond these specific situations, the Department of State makes the services of its translators and interpreters available whenever the need for such personnel arises.

The Maritime Administration of the Department of Commerce takes care of its limited need for foreign language services by the employment of one translator.

Defense. The Department of Defense includes the Departments of the Air Force, of the Army, and of the Navy. The National Security Agency also operates as a part of the Defense Department. The number of civilians employed by these Departments total well into the hundreds of thousands.

Involvements in foreign operations by the branches of Defense require the services of many individuals with foreign language ability. The scope and variety of the operations naturally require the services of individuals with a variety of skills; among which are the ability to speak the languages that have limited international usage as well as those that are used widely throughout the world.

According to B. B. Moyer, Jr., Training Officer in the Office of the Secretary of Defense, his office itself does not employ specialists in foreign languages. However, the military departments and several of the Defense agencies do have a need for such people.

Jackson H. Dinwiddie, Chief, Civilian Personnel Sections, Headquarters, West Coast Branch of the Defense Language Institute, Department of the Army, describes the activity of the Institute as teaching 25 different languages to military personnel. The Institute, he states, hires instructors who are native speakers of the language to be taught and have completed secondary school where that language was the medium of instruction. This policy has been modified somewhat, however, to enable the Institute to fill a limited number of spaces with American-born instructors who have acquired a near-native language ability in a second language. Only those meeting high standards of proficiency in the language are given consideration for employment.

The Institute describes the minimum language ability requirements for one of its positions at the G.S.-7 grade level as follows:

> The applicant must have speaking proficiency of the target language equivalent to that of an educated native speaker, free from undesirable accents or defects. He must have the ability to write the language with accurate sentence structures and proper expression of ideas, and possess the ability of stylistic discrimination. Positions may be open also at a higher G.S. level.

B. H. Fleming, Acting Chief, Recruitment and Examining Section, Staff Civilian Personnel Division, states that positions in French, German, Spanish and Russian have been filled in the last two years. However, the number in any of the four fields has been small.

The training academies of the armed forces employ regular foreign language teachers in their foreign language departments. Robert S. Hayes, Captain, U. S. Navy, and Head of the Foreign Language Department at the U. S. Naval Academy in Annapolis, Maryland, states that the Academy has a staff of 46 persons instructing in French, German, Russian, Spanish, Italian and Portuguese.

Instruction in the Department of Foreign Languages of the United States Military Academy at West Point, New York, according to Colonel Sumner Willard of the staff there, is offered in French, German, Portuguese, Russian, Spanish and Chinese. The department is staffed by regular or reserve Army officers on active duty plus a few native-born speakers of the language they teach. The latter are on Civil Service tenure with a low rate of turnover. In addition there is the Post Elementary School which employs a few individuals to teach languages at the elementary school level.

The National Security Agency operates as a part of the Department of Defense. Edwin A. Canine, Chief, College Relations Branch, Employment Division of the Agency, describes their employment practice as follows:

> Language majors employed by the National Security Agency may be assigned to translation duties, depending

upon their degree of familiarity with a foreign language and upon the immediate requirements of the Agency. In many instances, they will learn an entirely new language in NSA's modern linguistic laboratories. Demonstrated ability in language research will lead to more comprehensive and more complex assignments. As in other forms of research, a high degree of flexibility and ingenuity is important because of the varied nature of the work. The systematic accumulation of files of information, the examination of data, and the preparation of special reports are an important product of this research.

Health, Education and Welfare. The Civil Service Commission describes opportunities that exist in employment in the Department of Health, Education and Welfare in pamphlet series G.S.-1720, which is the education series covering all subject fields. The positions listed require other background and experience in addition to language competency. G.S.-1045 is the interpreter series.

The Teacher Exchange Section of the Department of Health, Education and Welfare publishes an annual announcement concerning opportunities for American teachers to teach abroad. Many of these teaching opportunities involve knowledge of a foreign language. C. C. Axvall, Chief, Teacher Exchange Section, International Exchange and Training Branch, states that an announcement is issued in August each year and applications are then accepted until October 15. This program is a part of the International Education Exchange Program of the Department of State, the Office of Education, and the Department of Health, Education and Welfare.

The 1966 annual bulletin of the Teacher Exchange Section, for example, lists over 30 countries where exchange opportunities exist. In addition it includes notices of positions and other information. The Basic Application Requirements direct attention to the need for facility in reading, writing, and speaking the language of the host country. These skills are a requisite for some exchanges and a definite asset for all.

Justice. The Federal Bureau of Investigation and the Immigration and Naturalization Service both operate as parts of the Department of Justice.

J. Edgar Hoover, Director, Federal Bureau of Investigation, gives the following description of the employment practices of the Bureau:

The Federal Bureau of Investigation employs linguists in a variety of language categories, but principally in the Romance, Slavic, Germanic and Sino-Japanese fields. Salaries range from $5,181 to $13,931 depending upon the number of languages and the degree of proficiency in translating and interpreting material successfully, both into and from English. Needs are greatest for translators native in at least one foreign language, but with excellent capacity to handle several additional foreign languages.

At the present time, the Federal Bureau of Investigation is giving consideration to Special Agent applicants who, in addition to otherwise meeting the requirements for the Special Agent position, have a proficiency in a foreign language for which there is a need at the time of application. Such applicants must have minimum of a bachelor's degree from a state accredited four-year resident college and a foreign language capacity in written and spoken phrases sufficient to achieve adequate scores in the Bureau's language proficiency examinations.

According to E. A. Loughran, Associate Commissioner, Management of the Immigration and Naturalization Service, that branch of the Department of Justice employs a few career interpreters in very large cities such as New York, Chicago, and San Francisco where there is a need for full-time interpreters. These positions are in the Federal Civil Service and range from G.S.-5 to Grade G.S.-7 ($5,181 to $6,269 per annum). Beyond these limited needs, interpreters and translators are employed on an intermittent basis only. The full-time positions require qualification by examination with the U. S. Civil Service Commission. On the basis of these tests registers of eligibles are established from which selections are made when positions are to be filled.

Labor. The Bureau of Labor Statistics, 219 South Dearborn Street, Chicago, Illinois 60604, in the Department of Labor, prepares an annual *Occupational Outlook Handbook* which is priced at $5.00 per copy. Reprints are issued from the *Handbook*. Cost of a complete set of reprints (115) is $9.65. The Government Printing Office requires that payment be made in advance for priced publications.

It is difficult to determine from the *Handbook* reports whether foreign language ability is particularly pertinent to employment in many of the professions and vocations covered there. Nevertheless, the reports are valuable in that they give an overall view of employment possi-

bilities along with specific names and addresses on where to obtain more detailed information. There are also brief sketches on the type of training and other qualifications needed to enter the fields of work. For example, under the heading of "Managers and Assistants" in the reprint *Employment Outlook in Hotel Occupations*, there is a statement advising students planning to enter the field to study foreign languages and other subjects of cultural value such as history, philosophy, and literature.

There is considerable data in the *Handbook* on the manpower needs of teaching in public schools, including the need for foreign language teachers. A more detailed presentation of this situation is given in a later section of this bulletin.

H. Alan McKean, Chief, Division of Employment Policy and Standards of the Office of Assistant Secretary for Administration in the Department of Labor, explains that in the Bureau of Labor Statistics and the Bureau of International Affairs, the Department has some economist and labor-management positions which require language proficiency. However, this proficiency is not of major significance to the positions. In the statistical field the division is among the Latin, West European, East European, Far East, and Russian areas. At present the international labor field emphasis is on the French and Spanish languages.

Post Office. H. M. Hart, Chief, Employment and Placement Branch, Departmental Personnel Office of the Post Office Department, reports that need for people with foreign language ability in the Department is very limited and infrequent.

State. A number of the divisions within the Department of State employ individuals with foreign language ability.

The Language Services Division, the Division which is responsible for all official translating and interpreting services of the Department of State, has available a detailed description of the functions, types of personnel utilized, and the qualifications of personnel for positions such as interpreters and shorthand reporters.

Under "Functions" the Division is responsible for the following: (a) translation from foreign languages into English and from English into foreign languages as required by the Department of State and the White House and under special agreements by other Federal Agencies; (b) providing interpreting, translating, and related stenographic services for international conferences; (c) reviewing draft treaties before signature to assure substantive conformity between the English and foreign language texts; and (d) providing escort interpreters for the international education and exchange program and similar programs.

Translators are usually asked to translate into their native language, hence must be able to write in their native language with a high degree of stylistic skill. In addition they must have an expert knowledge of the language from which the translations are made. They are expected to have a good educational and broad experience background. Translators into English are usually required to have a fluent knowledge of at least two foreign languages. The usual ranges of grades is from G.S.-9 to G.S.-11, $7,220 to $8,650. Reviewers of translations are classified at Grade G.S.-12.

Interpreters in the Department are called upon to interpret from English into one or more foreign languages or from one or more foreign languages into English at official talks, conferences, or during escort assignments. Both the simultaneous and consecutive systems of interpretation are used. The usual range of grade is from G.S.-9 to G.S.-12, $7,220 to $10,250 per annum.

The Department has occasional need for escort interpreters when foreign leaders visit the United States. For this work the applicant should have a broad educational background and a fluent knowledge of English and of one or more of 21 foreign languages. The latter include a number of languages not taught extensively in the United States. Men are usually preferred for this type of work. The work is frequently assigned on a contractual basis lasting from 30 to 60 days.

There are also some opportinuties for conference interpreting, but the opportunities are fairly limited. Some of these opportunities may be at the United Nations.

The qualifications for being an official interperter are both broad and demanding. They are described as follows:

Knowledge of languages is only one prerequisite. The other is that he or she have genuine aptitude for interpreting, which is by no means synonymous with being bilingual. A

surprising number of bilingual persons cannot listen to a speech or a statement and then repeat clearly and precisely the ideas just presented—even after having taken notes. Others, knowing both languages well, still cannot switch easily from one to the other. And simultaneous interpreting requires an additional knack of listening intently to one language while speaking another language at the same time. Not many bilingual persons have this knack of instantaneous translation, the nervous stamina to continue to do it at any required speed, or even the necessary rapidity of speech.

Finally, the interpreter must also be a good public speaker and even something of a mimic.

William B. Kelly, Director, College Relations Staff, of the Department of State comments on the foreign language ability situation in both the Department and the Foreign Service as follows:

The vast majority of Foreign Service officers have at least a useful speaking knowledge of one or more foreign languages, and the Foreign Service Institute maintains a continuously operating facility providing intensive instruction in dozens of foreign languages.

It is not mandatory that a candidate for appointment as a Foreign Service officer have previously acquired a language skill, but no officer may be promoted following appointment until he has achieved at least the minimum professionally useful level of proficiency in one of the world languages.

There are, of course, many positions in the Department requiring special skill in languages, such as those of interpreter, special escort, translator, and linguist. The Foreign Service Institute would, of course, be the proper source for detailed information concerning their language programs, and the Office of Employment should be the initial point of contact for anyone desiring to inquire about specific employment in a language position.

In a pamphlet entitled "A Career in the Foreign Service of the United States" an explanation on foreign language qualification is stated briefly as follows on page 15:

The importance of language skills in a Foreign Service Career can hardly be overemphasized. Serious candidates for such a career will presumably have prepared themselves with this in mind. However, inability to speak a foreign language will not preclude appointment for otherwise successful candidates. Newly appointed officers are examined in foreign languages soon after they enter on duty. If they demonstrate competence in one of 30 or more foreign languages they may be given higher starting salaries than would otherwise be the case. An officer who is unable to demonstrate language competence is in probationary status and may not receive more than one promotion until he overcomes this deficiency. In-service training programs are available to help such officers.

The Agency for International Development of the Department of State, according to C. William Kontos, Director, Office of Personnel Administration, has a definite interest in having on its staff individuals competent in foreign languages. Mr. Kontos describes the situation as follows:

The modern languages of interest to us are French, Spanish and Portuguese, in that order. We do not employ language specialists as such. On the other hand, the study of foreign languages and the fluency with which they are spoken is a matter of much concern to us. A significant proportion of our jobs require a stated level of fluency. In a few of them, bilingual capacity is imperative. In others, an ability to master technical terminology is very important. In any group of positions, ones in which our employee has a responsibility for representing the United States Government in both official and social circumstances, an ability to use one of the languages mentioned, in the idiom, is a definite asset. Finally, we want all of our employees to be able to carry on social intercourse at a casual level, in a language spoken by the indigenous population such as French and Spanish widely used in our overseas Missions.

From the above, you can see that we consider foreign language abilities very important; however, it is useful to us only when coupled with some other professional skill. Quite frequently, an appointment itself depends upon fluency in a foreign language when other factors are relatively equal. Intensive language training is given to new employees in Washington, either as a refresher or as beginning training, when the individuals' chances for success abroad seem to depend upon this language facility. Additional language training takes place at our overseas Missions. For your information, training in the so-called "hard" languages is given when knowledge of European languages does not suffice.

In summation, we consider the study of modern foreign languages very important in our assignments even though we do not hire language specialists per se. We believe few factors influence relationships with foreign nationals more than the ability to converse with them in a language with which they are thoroughly familiar. In dealing with the representatives of foreign governments, the languages specified suffice quite well. Spanish is useful in Latin America and French in North and West Africa and in some of the Far East countries, such as Vietnam and Laos; where the Agency operates.

The following publications may be of interest to the individual contemplating a career outside the United States in which foreign language ability may have considerable use:

"Federal Jobs Outside the Continental United States"—pamphlet No. 29 prepared by the U. S. Civil Service Commission—price ten cents—for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

"Directory of American Firms Operating in Foreign Coun-

tries"—published by the World Trade Academy Press, Inc., 50 E. 42nd Street, New York, New York 10017.

"Careers in World Affairs"—prepared by the Foreign Policy Association, World Affairs Center and published by INTERCOM, 345 E. 46th Street, New York, New York 10017.

Treasury. The Treasury Department Bureau of Customs has in the past employed individuals as translators in a number of fields such as Russian, Chinese, and Czechoslovakian languages. However, there is no need for such individuals at present according to Myra A. Sharp, Personnel Officer of the Bureau.

In the Treasury Department, as in other branches of the Federal Government, the ability to speak a foreign language is a secondary skill to some other major ability. Allen F. Marshall, Assistant to the Director of Personnel, points out that, in making appointments of individuals who must meet and deal with the public, such as revenue agents, revenue officers and criminal investigators, it is sometimes necessary to give preference to those who meet the basic qualification standards and also speak a foreign language. The greatest need is for individuals who speak Spanish. However, other languages are also useful.

2. *Agencies of the Federal Government*

Central Intelligence Agency. There are employment opportunities for qualified language specialists in the Central Intelligence Agency, especially for individuals competent in Russian, German, Spanish, and French. According to E. D. Echols, Director of Personnel of the Agency, these languages are utilized in the collection, evaluation, research and analysis of the political, historical, and social dynamics of certain foreign countries and areas of the world.

Mr. Echols adds that a language specialist in CIA should have some background in the physical or social sciences and must be a citizen of the United States.

Peace Corps. In a pamphlet entitled "Peace Corps Facts," information on language requirements is stated as follows:

Prior knowledge of a foreign language is desirable, but not required. For most projects, the Peace Corps will teach the Volunteer to be as proficient in a foreign language as is necessary to satisfactorily perform his job. However, English is spoken in some countries and knowledge of another language may not be necessary.

United States Information Agency. International Broadcasting is now a function of the Information Agency. Positions are filled from lists of individuals who have qualified by passing civil service examinations given under the direction of the Board of U. S. Civil Service Examiners, U. S. Information Agency, Washington, D. C. 20415. Examinations cover one or more of 86 named foreign languages.

Each year a small but highly select group of young men and women embark on careers in international broadcasting. These individuals are given an intensive 12-month training program toward becoming skilled radio professionals. Individuals with language facility are expected to voice or write in the language they possess.

Requirements for the career intern program include a recent college degree or equivalent in Communications, Radio-T.V. Broadcasting, Journalism, Foreign Affairs, Government, Foreign Languages or Area Studies and ability to write competently in English and/or a foreign language. In general the special skills which are particularly helpful for careers with Voice of America (VOA) include the ability to write and speak a foreign language fluently, the possession of a voice suitable for radio broadcasting, and experience in radio writing, editing or producing.

Philip W. Schulte, Public Information Officer of the United States Civil Service Commission, gives the following figures of Federal Government translators and interpreters employed as of early 1966: translators in the U. S. and in overseas locations 321. Most of these persons are in the Department of the Army, the Department of the Air Force, the Department of State, in the Library of Congress, and in the Department of Justice. The 142 interpreters on the rolls are in the Department of Justice, the Department of State, the Department of the Army, the Department of the Interior, and the Department of the Navy. A total of 152 persons are in foreign language broadcasting and 150 in the United States Information Agency.

3. *Federal Government Related Organizations*

Chamber of Commerce of the United States. The International Department of the CCUS through its Assistant Manager for Foreign Commerce, Mrs. E. M. Kay Vest, indicates that the organization has only minimal need for individuals with foreign language ability. She explains that in most instances there is sufficient knowledge of French, German, and Spanish among the professional staff that it can handle the usual commercial type letter received in any of these languages. Since foreign correspondence is usually conducted in English, there is little need for translation of technical data or documents. Nevertheless, Mrs. Vest indicates, the knowledge of a foreign language is a plus factor in the selection of employees.

Council on Foreign Relations, Inc. John Temple Swing, Director of Administration of the CFR, describes the purpose of their organization as one involving the study and discussion of American foreign policy problems from an American point of view. Foreign language skills are useful to the professional members of the staff but are secondary to other professional qualifications.

Usually there are on the staff individuals versatile enough to translate the correspondence that comes in French, Spanish, Portuguese, German, Russian, Italian and the like. Competency in a foreign language is usually not regarded as a requirement for employment on the secretarial staff. However, as part of their professional training, the members of the library staff all have a degree of competency in one or more foreign languages.

The National Foreign Trade Council, Inc. The Council, located at 10 Rockefeller Plaza, New York, New York 10020, according to its Secretary and Treasurer, M. H. Walker, employs a few individuals as editorial assistants specializing in the preparation of weekly news digests for Europe and Latin America. A knowledge of French, German or Spanish is helpful to these writers. The economic analysts on the staff are also helped if they have foreign language ability. In all the above instances a knowledge of foreign language is a highly important adjunct to the major skill involved.

The Council prepared a pamphlet, published in 1958, entitled "Foreign Languages in Business and Government," which deals briefly with problems and policies of companies in regard to points such as where foreign language training can be obtained and who pays for it. But Mr. Walker states that the pamphlet is in need of updating to make it more applicable to present-day conditions.

The Pan American Union. The Union, located in Washington 6, D. C., includes countries in both North and South America. Juan A. Nimo, Personnel Officer of the Union, states that the Organization has a staff of approximately 1,100 people. He explains the foreign language qualifications of the staff as follows:

> With the exception of a few jobs, the posts of the Organization require at least the use of two of the official languages: English, Spanish, Portuguese and French. This requirement is essential for professional, technical or clerical posts. Needless to say the impact of languages in the work of the Secretariat is significant; therefore, our recruitment efforts are always geared toward obtaining bilingual personnel in addition to other qualifications in such fields as Economics, Social and other Sciences, International Law, Cultural Affairs, Library Sciences, etc. Although at the present time we have no vacancies, we continuously accept applications for future consideration. However, the Pan American Union carries no programs of language teaching per se.

United Nations. The five official languages of the United Nations are English, French, Spanish, Russian and Chinese. Miss Leone Muller, Administrative Officer for the Under-Secretary, Director of Personnel, explains that the knowledge of a foreign language is a great asset to any candidate for employment with the United Nations. "In fact," she states, "all other qualifications being equal, the candidate with a knowledge of two or more of the official languages is given preference. This applies to General Service posts as well as to posts in the Professional Category."

Among the *General Requirements* for Linguistic Post Interpreters are listed the following:

> University or equivalent with special language training
>
> Several years relevant experience, such as conference interpreting, monitoring of broadcasts, translation work and linguistic research
>
> Good voice and diction in at least one of the official languages and perfect auditory comprehension of two others

The age limit is 50 for admission to any linguistic examination

For *Translators* the requirements are much the same as for *Interpreters* with the following specific additions:

Ability to translate into candidate's mother tongue which must be one of the official languages or Arabic, from one or more of the others. Translation is into *Arabic* from *English* and *French;* into *Chinese* from *English;* into *English* from *French* and *one other official language;* into *French* from *English;* into *Russian* from *English* and either *French* or *Spanish;* into *Spanish* from *English* and either *French* or *Russian.*

In addition to linguistic ability, interpreters must have a thorough understanding of the various subjects debated in any of the meetings to which they may be assigned—or at least the intellectual ability to acquire this understanding quickly by study.

Women between the ages of 20–30 who have a college education may be considered as *United Nations Guides.* They must be fluent in English, with a good speaking voice. Fluency in other languages is desirable. They must be in excellent physical condition, be attractive in appearance, and must pass a thorough health examination before appointment. At present the salary is $380 gross ($320 net) monthly.

Since the United Nations does not use commercial employment agencies to recruit Guides, interested candidates are invited to apply direct to the Office of Personnel of the United Nations in New York 10017.

The limited needs for persons to serve as secretaries, stenographers, typists and clerks in the United Nations are usually filled from the New York area. However, examinations for such positions are given in English, French or Spanish at the choice of the candidates. The examinations must be scheduled some time in advance.

III. Teaching and Related Activities

Many students who develop competency in the use of one or more foreign languages plan to utilize this ability by becoming teachers. Opportunities are generally favorable for employment in elementary and secondary schools and in colleges for those persons qualified by training to be foreign language teachers. Few professions or vocations provide as much direct opportunity for individuals to utilize acquired foreign language ability as does the field of teaching.

Languages in Demand. In general there is a good demand at all school levels for teachers of French and Spanish. There is a lesser demand for teachers of German and Latin, but with fewer candidates available in these two fields, the opportunities are still reasonably good. The demand for teachers of Russian is limited but reasonably well in line with the supply. Individuals who are competent in the less-commonly taught languages such as Arabic, Chinese, Hindustani, Japanese or Vietnamese may find opportunity for employment at the college or university level. However, only a few secondary schools include any of these languages in their curricular offerings, hence employment possibilities there are limited.

At present enrollment totals of students in foreign languages are at an all time high in elementary and secondary schools, as well as in colleges and universities. As these numbers increase, the percent of the totals who study foreign languages is also going up. These increases account for the continuing demand for foreign language teachers. However, school populations may not increase as sharply in the future as they have in recent years. Therefore, it is difficult to predict whether future demands for foreign language teachers will continue to be as great as they are at present. Also, specific language enrollments are often affected by national and international conditions. Hence, there may be increases in some subject fields at the same time that there are decreases in others.

Vacancy listings for foreign language teachers in placement offices are a fairly accurate indication of teaching needs, regardless of the part of the United States where the offices are located. Today a placement office will likely receive calls for teachers from throughout all parts of the country and even from countries throughout the world.

The Educational Placement Office of the University of Illinois in Urbana is probably representative in scope of most placement offices connected with large academic institutions

FOREIGN LANGUAGE VACANCIES FOR THE THREE SCHOOL YEARS 1964–65, 1965–66, AND 1966–67, LISTED WITH THE UNIVERSITY OF ILLINOIS EDUCATIONAL PLACEMENT OFFICE

	Elementary	Junior High	Senior High	Junior College	College	Totals
French	22	71	258	21	125	497
German	—	13	85	8	70	176
Latin	—	11	88	—	8	107
Russian	2	2	19	3	21	47
Spanish	7	87	240	9	82	425
Others	1	5	46	2	36	90
1964–65 Totals	32	189	736	43	342	1,342
1965–66 Totals	59	354	1,115	44	514	2,086
1966–67 Totals	28	(Combined Jr. and Sr.)	1,627	(Combined Jr. and Sr.)	571	2,226

that prepare and place teachers. Hence, the records of its calls for teachers are probably representative of those of similar institutions.

The figures shown above indicate the total number of foreign language calls received by the Educational Placement Office of the University for the school years of 1964–65, 1965–66, and 1966–67. A breakdown of the calls for the 1964–65 school year shows the number of calls received for each of the commonly-taught languages from the elementary school level on through the college and university level. No breakdowns by languages were made for the two following years. However, the totals indicate general overall increases in numbers of calls for the two years except at the elementary school level when for the year 1966–67 there was a decrease.

As schools have increased in size during recent years, there has been less need for foreign language teachers to be assigned a second subject as part of their teaching load. Approximately 75 percent of the vacancies listed in the chart totals were for candidates who were expected to teach one subject only. Yet today it may still be good insurance for a student preparing to teach a foreign language to have preparation enough in another subject area, such as English or another foreign language, to be able to teach a combination of subjects if necessary.

It is difficult to determine whether demands for foreign language teachers will be as favorable for teaching candidates in the future as they are at present. No more than three decades ago the supply of teachers in most teaching fields, including foreign languages, far exceeded the demand. Yet there are factors today such as world travel and world business activity which tend to stimulate a need for a knowledge of foreign languages. Hence it appears reasonable to assume that foreign languages will continue to have large enrollments in secondary and higher level schools. The program at the elementary school is well developed in some communities, in others less so. It is not as yet a common program throughout the country. There are still problems with the articulation of courses between the elementary and secondary schools that have to be worked out more fully. Also, there is a greater shortage of qualified teachers at the elementary school level than there is at most of the other levels.

Required Training. Teaching candidates are expected to meet the teacher certification requirements set up by the state where they begin their professional work as foreign language teachers. Although these requirements vary somewhat between states, basically they include a college degree, major preparation in one or more foreign languages and professional course work in education; the latter in most instances includes experience in student teaching. Students probably will find it worthwhile to check on the specific requirements set up by the teacher certification board in the state where they plan to teach. However, differences in requirements are generally not extensive, hence mobility between states for certified candidates is seldom a serious problem. A master's degree is usually of advantage to a candidate; it places him on a higher pay scale and also gives him a competitive advantage in placement.

Teachers of any of the modern languages are expected to be fluent in the languages they are planning to teach. The audio-lingual method of teaching requires such competency. In addition language teachers are expected to be able to use language laboratory facilities efficiently. Travel abroad or study in language houses of universities or colleges has today practically become a part of the language teacher's preparation for his professional work.

Any aspiring teacher of foreign languages should acquaint himself fully with the extensive study, "Guidelines for Teacher Education in Modern Foreign Languages—An Exposition," developed and endorsed by regional working committees of foreign language specialists and certification officers, by the Foreign Language Program of the Modern Language Association and by the National Association of State Directors of Teacher Education Certification (NASDTEC) to improve the preparation of foreign language teachers, published in the October 1966 issue of *The Modern Language Journal*. Back copies of this issue are available for $1.00 from Mr. Wallace Klein, Business Manager, 13149 Cannes Drive, St. Louis, Missouri 63141; the exposition of the *Guidelines* is also available for the same price as a separate brochure from the Materials Center of the Modern Language Association, 4 Washington Place, New York, N. Y. 10003 (after July 1967: 60 Fifth Avenue, New York, N. Y. 10011).

Salaries. Salary increases for teachers have slackened somewhat since the raises of the 1961–63 period. However, there is still a gradual upward movement, a movement which does not appear to be coming to a halt in the immediate future.

Salaries vary considerably between communities within a state. Likewise, they vary from one part of the country to another. Generally higher salaries are paid in metropolitan centers and surrounding suburbs than in urban areas. In most instances salaries relate to the cost of living levels in communities.

For the school year 1965–66 the University of Illinois Educational Placement Office received over 25,000 calls for elementary and for college and university teachers. Although these calls all were sent in to the University of Illinois from throughout the fifty states, they probably were representative of the type of calls received by similar institutions in most parts of the country.

The average beginning salary for inexperienced B.A. degree foreign language teachers in high schools was $5,475. An M.A. degree was worth about $300 more. College salaries were generally higher because they involved individuals with M.A. or Ph.D. degree training. For inexperienced individuals, they ran from beginning salaries of about $6,500–7,500 for assistant professors with a Ph.D., to over $15,000 for full professors with established reputations. Salaries were lower for candidates with only M.A. degrees. Students planning to become college foreign language teachers should keep in mind that a Ph.D. is essential for top level positions in both small and large educational institutions; in fact a Ph.D. degree is no longer even uncommon among public school teachers. The M.A. degree has come to be an expected requirement for the elementary and secondary school teacher by the time he has had around five or six years of experience if he has not already acquired it earlier.

Overseas Employment. Positions of various types are open for teachers who are interested in overseas employment. However, a number of these positions have rather rigid specifications for background and certification. Many of them require proficiency in English and the foreign language of the country in question. Some also specify a minimum amount of teaching experience and a reasonable knowledge of the customs, political concepts, geography, and history of the United States as well as the foreign country where employment is anticipated.

The Department of Defense Overseas Dependents Schools offer opportunities for work in teaching the children of military personnel stationed abroad. Although in the past salaries in these schools have not always been competitive with schools in the United States, there are indications that they are now being brought to a comparable basis. Of course there are opportunities for travel and for improving foreign language competence that compensate somewhat for this condition. At present most De-

pendent Schools are in Europe and the Far East. There are few opportunities for candidates to be employed as teachers in the schools of the foreign countries themselves. Employment there is usually dependent upon citizenship, a requirement for certification by local ministries of education.

Teachers with a degree and three or more years of experience may find opportunities to work abroad in the International Educational Exchange Program of the United States Department of Health, Education and Welfare. The Department suggests that the following offices be contacted for specific information:

For teaching in elementary and secondary schools (Direct interchange or one-way assignments):

Teacher Exchange Section
Office of Education
Department of Health, Education and Welfare
Washington, D. C. 20201.

For university teaching abroad:

Conference Board of Associated Research Councils
2101 Constitution Avenue, NW
Washington, D. C. 20037.

For graduate study abroad:

Institute of International Education
1 East 67th Street
New York, New York 10021.

A number of private companies operate elementary and secondary schools overseas. They employ teachers who, in most instances, are unmarried and who have had no less than two years of experience. The United Fruit Company, Prudential Center, Boston, Massachusetts 02199; the Standard Oil Company of New Jersey, 30 Rockefeller Plaza, New York, New York 10020; the Gulf Oil Corporation, 2900 Gulf Building, Pittsburgh, Pennsylvania 15219; and the Firestone Industrial Products Co., 1220 Firestone Parkway, Akron, Ohio 44301, are a few of the companies that operate overseas schools.

American Field Service. International scholarships are provided by the American Field Service, 313 East 43rd Street, New York, New York 10017. Mrs. Margaret Kelleher, of the organization's staff, explains that the language requirements for students applying for the Americans Abroad programs are a two-year minimum of the same language for the school program, and two years of one or one year each of two languages for the summer program, which is between junior and senior high school years.

As far as employment on the New York office staff is concerned, fluency in one or more languages is an asset under some circumstances, but it is not a requirement. Overseas the organization employs only nationals of the various countries.

International Student Information Service. The ISIS has its office at 133, Rue Hotel des Monnaies, Brussels 6, Belgium. The International Student Travel Center, an affiliate of ISIS, is located at 866 United Nations Plaza, New York, New York 10017. Both are nonprofit organizations.

The ISIS places teachers and students in jobs abroad. C. Bouillon, President of the Organization, explains that opportunities for Americans with only one language other than English are few. Opportunities in nonteaching jobs are available to those 17½ to 40 years old who wish to earn their living expenses during a two-month summer stay abroad. If they stay for a longer period of time, they may be able to earn more. The multilingual student has considerable opportunity for placement even in distant countries of the world.

The jobs available range from those for babysitters, hotel receptionists, waiters and waitresses, assistant cooks, factory helpers to office workers or camp counselors. The countries traditionally in demand are divided into four language areas: English (Great Britain and Denmark), German (Switzerland, Austria and Germany), and other (Spain, Portugal, Italy, Japan, Africa, etc.). Students who are interested should write *airmail* (15 cents) to ISIS to the organization's address in Brussels, Belgium.

National Foreign Language Teacher Aide Program. Ernest Stowell, President of Amity Institute of the Aide Program, at Eau Claire, Wisconsin, explains that the organization he represents employs only a few individuals with

foreign language competence. These individuals have backgrounds in from one to three foreign languages in addition to good typing ability. Much of the work involves the translation of educational documents from Spanish, French and German. Occasionally the positions include some field supervisory work.

Foreign language teaching offers opportunity for the individual who has acquired competence in a language to continue its use for both profit and pleasure. Continued use of the language is necessary if the acquired skill is not to be lost. Hence, there is motivation for study and travel abroad, for association with other individuals in this country who speak the language, and for the reading of books and periodicals published in the language. The teacher with a professional interest will find it profitable to join language organizations and receive language periodicals and to attend professional meetings where he can discuss professional problems with his associates. The latter contacts may well be the means whereby he can advance into positions of greater responsibility and remuneration.

IV. Vocations and Professions

Competence in a foreign language can well be an asset to almost any individual entering a vocation or profession. In some instances it may be a specific requirement for employment, in others it may not be. Yet even when it may not be required, situations may arise in unexpected circumstances when such ability may be utilized to advantage.

The following vocations and professions are some of the fields in which foreign language ability as a secondary skill may be considered as a factor in employment. The list is intended to be representative rather than inclusive.

Accountant or Auditor. As American business firms expand and set up foreign branches, among their personnel the need for accountants and auditors naturally follows. Skills in accountancy and auditing are not necessarily unique to any one country nor to the needs of a particular business firm. Hence, a company can probably employ a part of the personnel skilled in those phases of its business operations in the countries where the business branch is located. The home office of such a firm will likely have only limited need for accountants or auditors with foreign language ability.

Chemist. Chemistry is today a major field of research throughout the world. A chemist must keep himself informed on professional developments in other countries as well as his own. He can do this by direct communication or through trade journals. Some of the latter may be translated from the foreign languages in which they are published, others will have to be utilized in the original language.

German is still the major foreign language used in chemical research. Russian is helpful but less necessary at present. French is a poor third.

Church Worker. Religious sects and denominations have sent representatives to foreign countries for many centuries. Some of these workers have served as missionaries, some as teachers, and some as social helpers. Activity in all of these areas is still being carried on today.

The church worker who goes to serve in a foreign country must be fluent in the language spoken there, that is, if he expects to be effective in his work. Possibly he may acquire competency during his period of service, but he will find himself handicapped if he does not possess a reasonable ability to communicate when he goes there. Ability in one of the major foreign languages such as French, German, or Spanish may well serve as means of communication even in parts of the world where they are not native to the people living there. Hence, the social worker may find one of them useful until such a time as he can acquire the ability to use the language that is native to the region.

Geologist. There is considerable communication between geologists from countries throughout the world. In fact, the meetings of the International Geological Congress are often held in foreign countries. The organization publishes in English, French, German, Spanish, and Russian. Translations from some of these languages can be made but the fee by agencies for doing so is generally quite high.

The international aspect of the geological profession points up the need for foreign language ability by the individuals who enter the field. The study of one or more foreign languages is therefore usually regarded as an essential part of the training program for such an individual.

Lawyer. Extensive changes have taken place in the legal profession during the last 15 years and one of these changes involves the learning of a foreign language. Law schools are now advising their students to acquire competence in a language other than English, in fact, law school catalogs today emphasize the international aspect of training in the field of law.

Large law firms centered in metropolitan areas have expanded their operations on an extensive basis during recent years. Some are now active in a dozen or more foreign countries. The individuals they send abroad to represent their firms must not only be skilled in law but must also be able to use the language of the country where they are to operate.

Librarian. Library work requires competence in at least one or more foreign languages. This need is emphasized in admission statements to library schools such as the following from the University of Illinois.[4]

> The knowledge of foreign languages which the student should acquire before entering the Graduate School of Library Science varies with the type of library work in which he is interested. The minimum requirement for entrance is two years of college-level study of any foreign language. For bibliographical work, reference, cataloging, and most types of work in college, university, and other scholarly libraries, a reading knowledge of at least two modern foreign languages is desirable.

Even though much of the foreign language material in a large library will be in either French, German, Italian, Russian, or Spanish, an increasing amount of it is appearing in languages from the heavily populated countries of Asia. A large library must have on its staff individuals competent to handle this material. Research and scientific libraries especially must have staff able to handle the languages in which most of their published materials appear. Large libraries sometimes establish special branches in which leading collections of foreign language materials are housed. The staffs in these branches obviously must be competent to handle the language needs that arise there.

Libraries today are either special or academic in type. Foreign language competence is needed in both types, especially in the departments concerned with acquisition, cataloging, and reference. The demand for librarians has been acute for some time. Individuals qualified in the field with competency in one or more foreign languages should have interesting possibilities for employment.

Musician. Anyone entering music soon realizes the important place that a knowledge of foreign languages has in this highly skilled field. The opera and classical singer will have to acquire ability to read and sing in at least German, French, and Italian, and also possibly Spanish and Russian. The music historian will no doubt have to have reading ability not only in these languages but also in several others. Of course in this field, as in many others, ability in one or more foreign languages is but a complement to the development of a technical skill of a highly specialized type.

Personal Services. Knowledge of a foreign language may be of inestimable value wherever service of a personal type is rendered. This may be true, for example, in the case of a physician, dentist, clergyman, pharmacist, and any other professional person who provides service to individuals or families. It is obvious that the individual who knows ahead of time that he is going to be working in a particular foreign language speaking community will regard the acquisition of ability to use that language as a part of his regular professional training. The success of his work may actually depend as much upon that ability as upon a knowledge of his specialized profession. Ability to communicate in the language of the client or patient may even be the step necessary to make professional service possible.

Some professions, such as medicine and pharmacy, require training in Latin as well as in one or two modern languages. The study of Latin may be limited largely to a knowledge of technical terms in the field; nevertheless, words

[4] University of Illinois, Undergraduate Study Bulletin, 1965–1966, p. 329.

in this language are often used as professional symbols in many languages.

Secretary-Stenographer-Typist. Secretarial and stenographic vacancy listings for individuals with foreign language ability appear rather frequently in metropolitan newspapers. Employment agencies also publicize calls for individuals with these abilities and skills. Some of these positions may well lead to advancement if the employee gives evidence of ability in other capacities such as managerships.

The following "want ads," for example, appeared in a Sunday edition of *The Chicago Tribune:*

> Clerk-typist (Export Documentation Clerk) knowledge of Spanish preferred but not essential
>
> Bilingual secretary—Spanish

In an edition of the *Sonntagsblatt Staats-Zeitung und Herold*, a German newspaper published in New York, appeared the following listings:

> Secretary—English-German
>
> Stenographer—English-German

In another edition of the same paper appeared the two following:

> Assistant Manager—office experience German-English—handle correspondence for European publications
>
> Imports-Secretary—German-English

The above examples indicate that there is considerable range in opportunity for employment in the secretarial field for individuals with competency in one or more foreign languages.

Social Worker. Social work is being administered today through an increasing number of governmental and private agencies. Governmental agencies range from the national on down through local levels. Obviously the nongovernmental agencies engaged in the activity have a wide range of scope and interest. The employment possibilities in the field are extensive.

Social workers operating in foreign countries should have a knowledge of the language native to that part of the world. Likewise, social workers operating in the immigrant centers of large American cities may find as much use for one or more foreign languages as they do for English.

Heavy immigration from the Spanish speaking areas of the Caribbean Sea have made a knowledge of that language a real asset to metropolitan social workers. There are now mass movements of these immigrants to inland cities as well as to cities located in coastal areas. For example, Spanish has replaced German as the most important language to a social worker operating in Chicago. Even a knowledge of Polish is helpful to a worker operating in that inland city. Since the follow-up work in social service is often carried on into hospital settings, it is desirable that personnel involved in various aspects of the service are able to communicate adequately with the recipients of the service.

Among the hundreds of nongovernmental organizations providing social service today, some of the best known are the Red Cross, the YMCA and the YWCA; all of these organizations are involved in international operations.

As to foreign language needs by one such organization, Pearl M. Seymour, Administrative Assistant, Personnel Services, of the New York office of the YMCA indicates that foreign assignments are extremely rare and are filled by persons with several years of professional YMCA service in the United States. Employees filling foreign assignments are given specific training in the required foreign language if they do not have ability in it.

The American Friends Service Committee, with its home office in Philadelphia, Pennsylvania, staffs and helps finance social service activities in several countries of the world, hence has to deal with the problem of employing individuals able to communicate in foreign languages.

The Free Europe Committee, Inc., 110 West 57th Street, New York, New York 10019 operates Radio Free Europe with stations in West Germany and Portugal. Speakers on these programs must be fluent linguists.

The Ford Foundation, 477 Madison Avenue, New York, New York 10022, and The Asia Foundation, 105 Market Street, San Francisco, California 94105, administer funds for research

and training in various aspects of personal service in the United States as well as overseas.

The Institute of International Education at 800 Second Avenue at 42nd Street, New York New York 10017, a nonprofit organization, operates in the field of exchange. It provides information and advice on educational and cultural exchange opportunities. Jeanne Adams, Assistant Head, Counseling Division of IIE, states that in the professional and junior professional positions of the organization, at least a reading knowledge of one or more foreign languages is extremely desirable. Since the foreign students studying under the auspices of the organization are required to know English, it is not necessary to know a foreign language to communicate with them.

The Institute has prepared a small folder entitled "Teaching Abroad" which gives names and addresses of firms and organizations that may be contacted for specific information on overseas teaching positions.

Translator. A translator may work on an independent basis or he may work as an employee of a translating agency or bureau. Opportunities in either situation will naturally be more prevalent in large cities than in small communities. Translating agencies, usually located in large cities, will likely expect an employee to have training in some field of science or technology in addition to having a high level of competency in writing English and one or more foreign languages.

Much of the translating done will involve the widely-used languages of French, German, Italian, Portuguese and Spanish. However, an increasing amount of material is appearing in Slavic and Oriental languages. Competent translators are generally in short numbers in these fields.

Because the quality of work appearing in translation must be of a high level, a beginner may find it advantageous to learn the technical aspects of the vocation by working with or for a person or firm experienced in the field. The telephone directories of large cities usually list agencies active in the business. Want ads in newspapers also list employment possibilities of this type. The following ad, for example, appeared in a Chicago paper:

> French and Spanish, college degree, for English translation of correspondence in large financial institution.

Since translating is a specialized skill, the individual who wants to take full advantage of the training required for the work should master at least several of the common European languages. He will be considerably limited if he can only use one language in addition to English. However, translating is the type of work in which a qualified person can sometimes obtain part-time rather than full-time employment, if he so desires.

V. Summary

Vocational opportunities for students with foreign language ability will generally vary according to the specific technical training which such individuals possess. Foreign language ability can be an asset in many vocational and professional positions but without the vocational background the ability is seldom the basis for employment.

As firms in business and industry become more international in scope, they must meet the problems of communication by employing individuals who possess the ability to use various foreign languages. The languages used will in most instances be those of the foreign countries where the firms are engaged in business activities. As far as it is possible to do so, the firms will try to employ a high percent of the native population to provide the vocational or professional manpower needed to carry on their operations. This practice reduces local problems of communication at the same time that it stimulates local interest in the business. Although this practice tends to reduce the need for employing vocationally trained individuals who are bilingual, it does require that the firm have key administrative personnel able to communicate in the languages used in the firm's business operations. These persons may likely be U.S. citizens. Some firms are willing to provide opportunity for their administrative personnel to learn the necessary foreign language while on the job, but it is obvious that they would

prefer that the employees possess this ability when they accept their assignments with the company.

A majority of the firms and agencies whom the writer contacted indicated some need for persons whith foreign language ability among their personnel, however, the number was generally small. When the need did exist, it was usually for individuals who were highly competent in at least one and frequently in at least two or more foreign languages. There was little opportunity for the person who had only a limited knowledge of a language. In most instances employers first wanted individuals qualified for positions by vocational training. Beyond that point foreign language ability was a desirable asset but only one of secondary importance. Of course there were some exceptions to this policy.

People in vocations and professions not directly connected with business and industry also may have need for foreign language ability. In some instances the need may be no greater than for the individual to be able to communicate with his clients or patients in a limited manner. In other instances he must have reading and writing ability advanced enough so that he can engage in work such as research or the preparation of documents. Whatever the position may be, the individual competent in all phases of foreign language ability will be the one most able to fill it to advantage for his employer.

The teaching field provides direct opportunity for a student to utilize his acquired foreign language ability for professional purposes. At present the demand for qualified teachers of French and of Spanish is good at all school levels. There is a lesser demand for teachers of German, Latin, and Russian, but fewer candidates are available in these fields. Of the three latter languages, the demand for German is increasing most rapidly in recent years.

Students planning to teach at elementary and secondary school levels should qualify themselves for employment by meeting certification requirements set up by various states. These requirements vary somewhat but not extensively. College employment is usually not based upon certification. At present there is an increasing demand for foreign language teachers at both the junior and the senior college levels. The master's degree is usually a minimum for employment in the junior as well as the senior college. However, both are interested in employing candidates with doctor's degrees.

Salaries are increasing as the demand for teachers continues at all school levels. However, it is difficult to predict how long this condition will continue. National and international events often make a strong impact not only upon the amount of foreign language instruction offered by schools, but also upon which languages are offered. Such conditions could occur again in the future. But for the present the outlook is favorable for employment for foreign language teachers who are in a position to go to communities where vacancies exist.

In conclusion it should be stated that the information in this bulletin is directed toward helping the student of foreign languages evaluate his abilities in relation to possible employment on the basis of the degree of competence which he has acquired in one or more foreign languages. The descriptions of vacancies used as examples are not to be regarded as listings of positions for which he is to apply; these types of announcements have value only when they are current. The bulletin is intended to provide information for the foreign language student so that he will be better informed to recognize where employment possibilities may arise and what additional requirements may be needed to qualify for them.